**Rationale**

Young children learn best and acquire new knowledge when what they are being presented is related to them personally. Connections between their own life and the content are necessary for curriculum to be meaningful. A conceptual lens helps the teacher act as a focused facilitator, setting the young students on a path of discovery, as they relate new information to previously acquired skills and knowledge to themselves and their experiences. This integrated unit of study for young children will allow students to gain knowledge of geography and communication through the lens of Relationships.

**Purpose**

The purpose of this unit is to provide students with the opportunity to gain factual knowledge while better understanding their own relationship with their immediate environment and the world at large. Students will discover that they are connected to each and every person on the planet, as they build conceptual knowledge of geography, placing a map of the world “in their minds forever”.

**Target Audience**

This unit is best suited for 2nd/3rd grade students. It will be piloted in a self-contained second grade classroom. Objectives are taken from the Alabama Course of Study, in the areas of Math, Science, Technology, Language Arts and Social Studies. The National Council for Social Studies Thematic Strand GLOBAL CONNECTIONS is the basis for this unit.

**Appropriateness for the Gifted Learner**

Due to the many layers of instruction in this unit, the gifted learner will be engaged and stimulated during each lesson. The factual nature of the core of this curriculum goes well beyond the 2nd grade level therefore each student will explore geography to his/her desired level of expertise. The conceptual lens of Relationships allows for rich conversation and higher order thinking to be ongoing, thus benefiting the gifted learners in the class.

**Prerequisites for Students**

It is assumed that the students in the second grade classroom will have at least beginning level Reading, writing and speaking skills. The content of the unit will be presented in a differentiated format, using all modalities of learning, so there are no content prerequisites, other than the experiences the students have gained during their previous school experiences.

**Standards**

**National Council for Social Studies**

**Curriculum Standards for Social Studies: Thematic Strands**

**The Ten Strands: IV**

*Social studies programs should include experiences that provide for the study of global connections and interdependence.*

The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and emerging global issues in many fields: health care, economic development, environmental quality, universal human rights, and others. Analyzing patterns and relationships within and among world cultures, such as economic competition and interdependence, age-old ethnic enmities, political and military alliances, and others, helps learners carefully examine policy alternatives that have both national and global implications. This theme typically appears in units or courses dealing with geography, culture, and economics, but again can draw upon the natural and physical sciences and the humanities, including literature, the arts, and language.

Through exposure to various media and first-hand experiences, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans. In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as peace, human rights, trade, and global ecology.

**Alabama Course of Study**

**Social Studies Education**

**Grade 2**

6.) Identify human-made and natural resources in the world.

7.) Describe ways people throughout the world are affected by their geographic environments.

8.) Identify continents, oceans, and the equator using technology, maps, and globes.

**Mathematics Education**

**Grade 2**

9.) Describe the route from one location to another by applying concepts of direction and distance.

**Science Education**

**Grade 2**

7.) Identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans.

10.) Identify the impact of weather on agriculture, recreation, the economy, and society.

**Technology Education**

**Grades K-2**

2.) Identify applications and operations of various technology systems.

4.) Identify safe use of technology systems and applications.

5.) Practice responsible use of technology systems and applications.

7.) Use digital tools to access and retrieve information.

8.) Use digital environments to exchange ideas with individuals or groups.

9.) Identify digital tools used for problem solving.

10.) Design original works using digital tools.

**English Language Arts**

**Grade 2**

4.) Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.

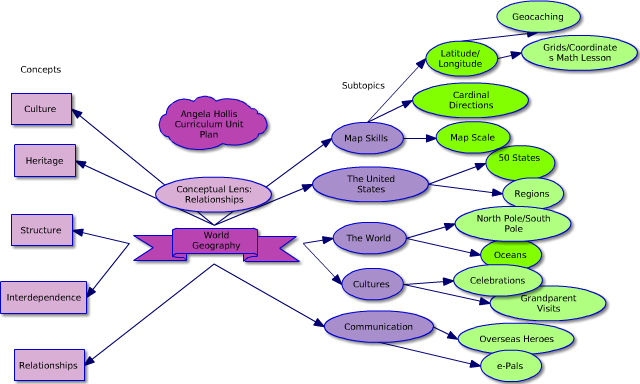
10.) Use concrete nouns and action verbs in written communication.

11.) Write words and sentences legibly with proper spacing in manuscript.

12.) Utilize research skills to collect and record information on a specific topic.

14.) Respond to various types of literature read aloud.

15.) Select appropriate voice tone, gestures, and facial expression to enhance meaning.

****

Concept Web

**Representative Topic**

Geography

*Who Are You, and Where Did You Come From?*

**Facts**

**Map Skills:**

Cardinal Directions, Latitude/Longitude, 7 Continents, Oceans,

Physical features

**Communication:**

Letter Writing, Posting to the Wiki, e-pals

**Technology:** Geocaching, e-Pals (using a Wikispace)

**Cultures:**

Children of the World,

**Skills/Processes**

**Navigate the Internet**

**Use Technology Tools:**

Flip cams

Laptop w/iLife Programs

Digital Cameras

iPods

ActiveClassroom Equipment

Google Earth

**Write a friendly letter**

**Public Speaking**

**Map Skills:**

Compass Rose

Physical Features

Labeling Continents/Oceans

Latitude/Longitude

**Critical Content**

**Concepts**

**RELATIONSHIPS**

**INTERDEPENDENCE**

**CULTURE**

**Conceptual Lens**

Relationships

**Essential Understandings/Generalizations**

* Interdependence can be formed by relationships.
* Culture is an accumulation of relationships and interdependence.

**Culminating Performance Task**

The Travel Channel has hired your team to create a commercial for the continent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As geographers and journalists, you are knowledgeable about this continent’s physical features, agriculture, industry and cultures. In your commercial, it will be important to help the viewer make connections to themselves, and convince them that visiting your continent will be worthwhile. As you research and create your commercial, think about the relationships among the people, places and cultures of your continent and the audience.

You may use our classroom technology tools, including Flip Cams, iPods, still cameras, Promethean tools, and the media laptop.

**Essential Questions**

* How will creating a mental picture of the world map in my mind help me grow as a learner?
* How does where we live influence how we live?
* Why does where we live influence how we live?
* No matter where we live, how are we all connected?

**Instructional Activities**

|  |  |  |
| --- | --- | --- |
| **Technology**  Logging in, navigating the Internet and Google Earth.  Recording and uploading Flip cam video and creating a movie in Flip Studio.  Accessing iPod Applications using an iPod Touch.  Beginining Desktop Publishing. | **Social Studies**  Map Skills Activities  Symbols (Flags, landmarks)  Physical Features | **Reading/Language**  Read Flat Stanley Books.  Write a Friendly Letter to family member or friend in another city/state/country.  Present return mail to the class. |

**Unit Outline: We Are the World!**

**Essential Understandings/Generalizations**

* Interdependence can be formed by relationships.
* Symbols can represent our heritage.
* Heritage is an accumulation of relationships, interdependence and culture.

**Essential Questions**

* How will creating a mental picture of the world map in my mind help me grow as a learner?
* How does where we live influence how we live?
* Why does where we live influence how we live?
* No matter where we live, how are we all connected?
* What do symbols mean to each of us and to our families?
* Can my culture change and evolve over time?
* How and why do the lines on the map get moved?

Day One:

Guiding question: *How does what I learn in school relate to my life?*

Language Arts Lesson -*Introduce The Flat Stanley Project*

* Begin reading trade book and put up class map.
* Send home family letter regarding project and request 2-3 addresses for each student to use.
* View Flat Stanley video promo from Teacher Tube.
* Create 2 “Stanleys” to mail away. Store them in student binders for later.

Social Studies Lesson -*Introduce Map Skills and Outline Learning Targets*

* Promethean Board Activity: Clicker “pre-test” to gauge map skills readiness and interest among students.
* Introduce interest and learning center and discuss its use (when, how, who, etc.)

Day Two:

Guiding question: *How can I communicate with anyone I choose?*

Language Arts Lesson-Flat Stanley Project: *Writing a Friendly Letter*

* Promethean Planet Lesson: Writing a Friendly Letter.
* Teach students the elements of the friendly letter and allow them to begin writing their letters explaining the Flat Stanley Project and inviting participants.
* Model addressing the envelopes and explain that this task will be done in the Writing Center during class over the next few days.
* As students address their envelopes in the Writing Center, they will place a pin in the map to indicate Stanley’s destination. (The pin is replaced with a tiny version of Stanley, when the packet is returned.)

Social Studies Lesson- *Making Connections*

* View: If the World Were a Village of 100 People short (Teacher Tube)
* Discuss how we may be related to each person on the planet. Lead students to think about the Flat Stanley Project and how where our letters went reflect a relationship to another part of the world through those participants.
* Read Aloud: If the World Were a Village by David J. Smith
* Students will make a wish list of places they would like to see.
* Students will put pins on a world map and a map of the U.S. marking places they recall visiting or living.
* Students will add people who live in the places they marked to a list of recipients for future friendly letters and try to get addresses from home.

Day Three:

Guiding question: *How can I be responsible for my own learning?*

Language Arts Lesson-*Complete Reading Flat Stanley and give comprehension test.*

* Share directions for “Chapter Book Bingo”. The students will choose three activities to complete to extend learning related to reading strategies and this short chapter book.
* Students will visit the Writing Center to continue work on friendly letters, and addressing their envelopes.
* Discuss international mail vs. domestic. Define the terms and talk about the postage system and the requirements for mailing a letter.
* Read aloud: Where Does the Mail Go? By Melvin Berger
* Students brainstorm a list of famous people they may like to write a letter to and add it to the yesterday’s list of people they remember from their own experiences.
* Technology Extension Activity: Find out from the Internet where those famous people live. Can you find a mailing address? Do they have a fan club where you could send mail?

Social Studies Lesson-*Map Skills: The Whole World In Your Hands*

* Read Aloud: The Whole World In Your Hands: Looking at Maps by Melvin and Gilda Berger
* Informally assess the map skills picked up independently by students in the interest/learning centers. Provide direct instruction on map scale.
* Interactive Board Lesson
* Describe Family Mapping Project (Homework, map of student’s home)

Day Four:

Guiding question: *How do I evaluate and decide what I still need to learn?*

Introduce Culminating Project

Day Five:

Guiding question: *How do Math and Science depend on each other?*

Math Lesson-*Coordinate Grids: How are they like latitude and longitude?*

* Math textbook lesson with ActivBoard and assessment activity.

Social Studies Lesson -*Latitude and Longitude*

* Introduce Geocaching and Guest Speaker.
* Geocaching Activity/Guest Speaker Visit.
* Encourage students and families to try geocaching on their own. Organize a Saturday outing via the Wikispace to visit/find a geocache the teacher already knows about.
* Encourage students to continue working in the interest center and to add things to it, as they learn more and discover new things to share.

Day Six:

Guiding question: *How do I know I’m making the best choice for me?*

Follow up day (and catch up, if needed) Students will use “Flex Time” to catch up on learning activities or extend their learning. The teacher will act as facilitator and guide during this time. This will also serve as guided teaching time for students who are still struggling with map skills.

Students may sign up for a group for the culminating project today.

Day Seven:

Guiding Questions: What *does all this mean? How ARE we connected? What IS my relationship to other people all over the world?*

Language Arts Lesson: *Stop to reflect today.*

* Socratic Circle. Read: Children Just Like Me (DK Books).
* Public Speaking Mini-lesson.

*Flat Stanley’s should be returning. Each student will be responsible for reading the letters aloud to the class (with teacher support) and preparing a 5-minute presentation on the place Stanley has “visited”. This time will be carved from the Social Studies period each day.*

Science Lesson: *Physical Features of the Earth*

* Video Lesson
* Construction Paper Booklet Activity with Physical Features. Students will retrieve their own picture from the media laptop, print and add to their project.

*Technology skills will be taught in context as the fit into the natural flow of the curriculum.*

Day Eight:

Guiding question: *How do the oceans connect all of us?*

Social Studies Lesson: *Name that Ocean!*

* Students will participate in “Jeopardy” style game to reinforce geography related to the world’s oceans.

Day Nine:

Guiding question: *Where does my family fit into all that I am learning?*

Language Arts: Catch up and assessment day.

Social Studies Lesson: *The Nifty Fifty*

* Students will help label the large map on the playground with chalk, using an Atlas and each other as resources. Family names will be added to the states where the students have family.
* Several activities will be set up in the classroom, which will solidify “mapping the United States, by heart”.
* Students my visit interest center or use the tech center to explore and extend their learning OR spend time buddy reading from unit resource books.

*Throughout the unit, the teacher will share books and other resources in an informal manner to encourage the students to solidify geography skills and make connections. The conceptual lens of Relationships will continue to serve as a focus point for discussions and questioning.*

Day 10-14: Students will work on projects with teacher as facilitator.

Day 15: Reflection-Students will write about the unit and help decide which activities from the interest/learning centers should remain as part of the permanent classroom resources. (Thinking Skills Lesson)

Day 16: Parents will be invited to come to the classroom to view student work.

UNIT NARRATIVE

*Who are you and where did you come from?*

What would life be like if you lived on the other side of the planet? Imagine what it might be like to speak a different language or wear a tribal mask to a wedding celebration! Where we live and to whom we are related shapes our lives and our circumstances. I wonder what my experience would be if my grandfather had been married to a native American instead of the daughter of Irish immigrants. What would be my *relationship* to Northern Europe if that were the case? In the next few weeks, we will learn how to read maps and memorize where certain places are on the globe. But more importantly, we will begin to think globally! We will explore how we are related to all the other people on Earth and reach out to some of them using technology and writing skills. We will be geographers, authors, and most important—global citizens and friends to people around the world.

# Components Menu for Lesson Plans

**Lesson #: \_\_\_\_1\_\_\_\_\_**

## Topic: Flat Stanley Project Introduction Grade: \_\_2\_\_\_\_ Lesson Length: \_\_\_1 hour\_\_\_

## 

## Discipline(s): Geography and Language Arts Instructor: Angela L. Hollis\_

## 

|  |  |
| --- | --- |
| Content Knowledge/Standards | **Conceptual Lens: Relationships**  **Concepts: Interdependence, Relationships, Culture**  **Guiding Questions:** How will creating a mental picture of the world map in my mind help me grow as a learner? How does what I learn in school relate to my life?  **Alabama Course of Study-**  **Social Studies Grade 2:**  8.) Identify continents, oceans, and the equator using technology, maps, and globes.  **English Language Arts Grade 2:**  4.) Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.  14.) Respond to various types of literature read aloud. |
| **Assessment** | * Informally check for understanding and comprehension levels among the students. * Students will answer comprehension questions in the “Flat Stanley Comprehension Journal”. * Students will place home letters explaining project in their “Take Home File”. |
| **Introduction** | * View: Flat Stanley Video * <http://www.flatstanleyproject.com/> * Discuss reaching out to friends and family around the world during our project. * Read aloud the book cover (front and back) of Flat Stanley by Jeff Brown. |
| Teaching Methods | * Modeling will be engaged while showing the students how to get to the Flat Stanley websites. * Direct instruction//lecture will be employed while giving directions for creating the Flat Stanley cut out and while working on comprehension strategies//concepts. * Graphic Aides will be used in the form of maps on the classroom wall. * Concept attainment during discussions of guiding questions. * Vocabulary acquisition throughout discussions and modeling. |
| Learning Activities | * Students will read the first chapter of Flat Stanley along with the teacher and respond to guiding comprehension questions. * Students will read the second chapter of the book with a partner and work on chapters one and two in their comprehension journal. |
| Resources | * Flat Stanley by Jeff Brown (one copy for each student). * [www.flatstanleyproject.com](http://www.flatstanleyproject.com) to be shared on Promethean Board. * White tag board cut outs to create Stanley * Markers, fabric, glue, and appropriate art supplies. |
| Products | * Journal entries * Flat Stanley to mail away * Completed comprehension questions |
| Grouping | * Whole group for introduction. * Partners for reading. * Individual for tasks and assessment activities. |
| Extensions | * Students may finish reading the book at their own pace, reading ahead if they choose. * A class map of the world and the U.S. will be placed in the classroom and discussed as the centerpiece of our unit of study. |
| Differentiation/Ascending Levels of  Intellectual Demand | * Students will be encouraged to read at their own pace and to use classroom resources to explore ideas and places they read about. * An interest center will be available for use by the students as they work throughout this unit. * Students will be encouraged to write down questions and ideas that come to mind in their journal for self-exploration and further study. |

**Lesson One: Scripted Teacher Plan**

***Introduction to the Flat Stanley Project***

**Instructor: Angela L. Hollis**

**Grade 2: Integrated Unit of Study**

**We Are The World!**

**Disciplines: Geography and Language Arts**

**Conceptual Lens: Relationships**

**Guiding Question: How does what I learn in school relate to my life?**

**\**Italics*=Teacher talk**

**Introduction:**

***Heroes! Join me on the carpet for something new.***

***Who noticed the big map on the wall this morning?***

***Why do you think it’s there?***

***What could we use it for?***

***Have you used maps before?***

***How do we use maps?***

***Why do you think it’s important to be able to read a map?***

***Can you elaborate on that?***

***I’m going to share a preview of a project we are getting ready to start. Watch and listen carefully during this short video and at the end we’ll begin reading a very cool book called Flat Stanley. Give me a thumbs up if you’ve heard of the book. With a ONE, TWO or THREE, tell me how much you already know about the book and the project. (Students are already familiar with this way of preassessing background knowledge in our room. One finger up means “I’ve heard of that.” Two fingers means “I know something about that.” And, three fingers means “I think I’m already an expert.” If a student gives a “zero” signal, I know they have never heard of what I’m introducing.)***

***Okay, here we go: I’m clicking on “Safari” to go to the Internet. I know the video I want is on “teacher tube”, so I’m going to click in the address bar and type the URL.*** [***www.teachertube.com***](http://www.teachertube.com)***. I will enter “Flat Stanley Project” in the search bar. Hmmm, let me scroll down to see what my choices are. I know they are all safe choices, because teacher tube is approved by our school system. Here it is. This is the video I chose for the class. Let’s watch it…***

**Allow the students to watch the video twice. Immediately, pick up a copy of Flat Stanley and begin reading the book jacket. Ask the students if they can make some connections.**

***What is the relationship between this fictional book and the project described in the video?***

***Who thinks they’d like to see how many connections we can make with people around the world? Great!***

***We will first read a couple chapters of the book and then we will create two Flat Stanleys to mail away. You will take home a letter explaining the project to your parents, and get some help gathering addresses and names for the mailing part.***

***I will read the first chapter aloud and you will choose a partner to read chapter two. I will guide you through the first set of comprehension questions, and you will do chapter two by yourself, after you have buddy read. Do you have any questions, so far? Let’s read. You track while I read.***

**Pass out the books and read chapter one. Model reading and thinking about the comprehension questions in the student response journal.**

**Allow the students time to buddy read chapter two and answer the comprehension questions.**

**Tell the class they may read ahead, and answer questions, but that they should keep what they read a secret and be prepared to revisit the questions when the class gets to that particular chapter.**

**Pass out supplies for creating the Flat Stanley cutouts and give directions.**

***As you work on creating Stanley and preparing him to be mailed, think of where in the world you’d like to send him. Do you already know of someone special who would like to give Stanley a tour of his or her town? Is there somewhere interesting where you know a friend or family member will be visiting soon? What is your relationship to the person or place you are thinking of? Tonight, you can begin talking this over with your family, and getting some good ideas. You can store Stanley in your Writing Binder until we are ready to mail him away.***

**Allow time for the students to work on the cutouts and have them place the family letter in the “Take Home File” as they are cleaning up.**

**Pull the class back to the carpet and discuss the map on the wall. Allow individual students to come up and make observations or relate stories. Remind the class that, as always, they can use their journal as a place to write down questions or ideas they would like to research or remember. Encourage them to use the tools in the classroom to extend their own learning during “Flex Time”. (This is an established time in our schedule that allows students to either catch up or extend their learning each week.)**

# Components Menu for Lesson Plans

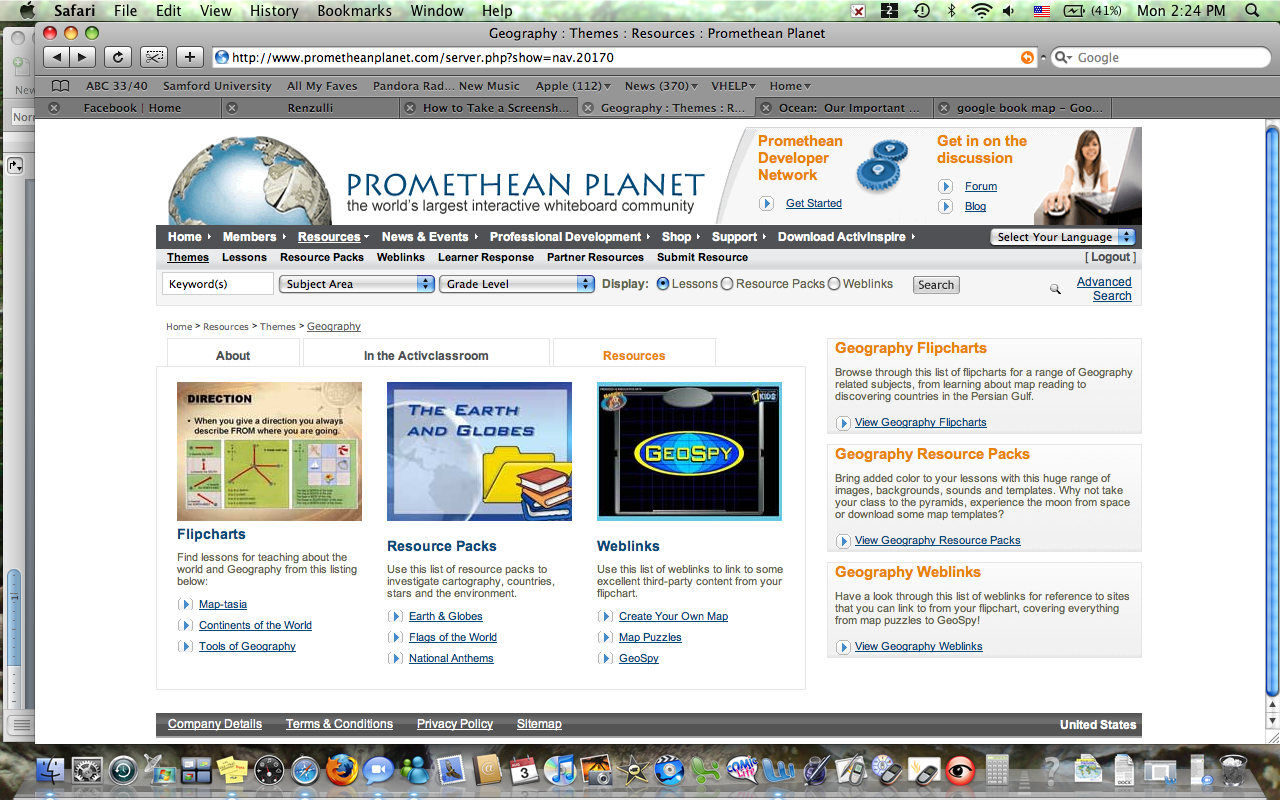
**Lesson #: 2**

## Topic: Map Skills Grade: 2 Lesson Length: 45 minutes

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## Discipline(s): Social Studies Instructor: Angela Hollis

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| --- | --- |
| Content Knowledge/Standards | Alabama Social Studies Course of Study for 2nd Grade  8.) Identify continents, oceans, and the equator using technology, maps, and globes. |
| **Assessment** | TSW participate in class discussion and “pre-test” activity using Promethean ActivExpression device. |
| **Introduction** | * TTW introduce the interest and learning center activities and resources for the Geography Unit. * TTW guide students and lead a simple discussion and assessment of prior knowledge of map skills using Promethean ActivExpression software and devices. |
| **Teaching Methods** | * Class discussion * Technology integration, modeling and direct instruction * Facilitation of learning center activities |
| Learning Activities | * TSW use ActivExpression (“clickers”) to answer questions related to map skills. TTW gain an understanding of readiness and prior knowledge of the students by analyzing results, and plan accordingly. * Learning centers will be available for use during designated times. (Globe toss game, 3rd Grade Geography reading activity using Leap Pads, iPod Touch videos from National Geographic, Google Earth online, puzzles, Play-dough mapping, etc.) |
| **Resources** | * Puzzles * Play dough * Maps, globes, atlases, resource books * Internet connection |
| **Products** | * ActivInspire Software, Promethean ActivClassroom components * Leap Pads and books * iPod touch |
| **Grouping** | * Whole group, teacher directed assessment activity using technology * Partners and individuals will work in Geography Center |
| **Extensions** | * Google Earth will be introduced for individual exploration during the remainder of the school year. * School media specialist will share how to create a Google book trip with the class. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Students who score well on the pre-assessment will write questions that they would like to explore during the map skills portion of the unit. |



# Components Menu for Lesson Plans

**Lesson #: 3**

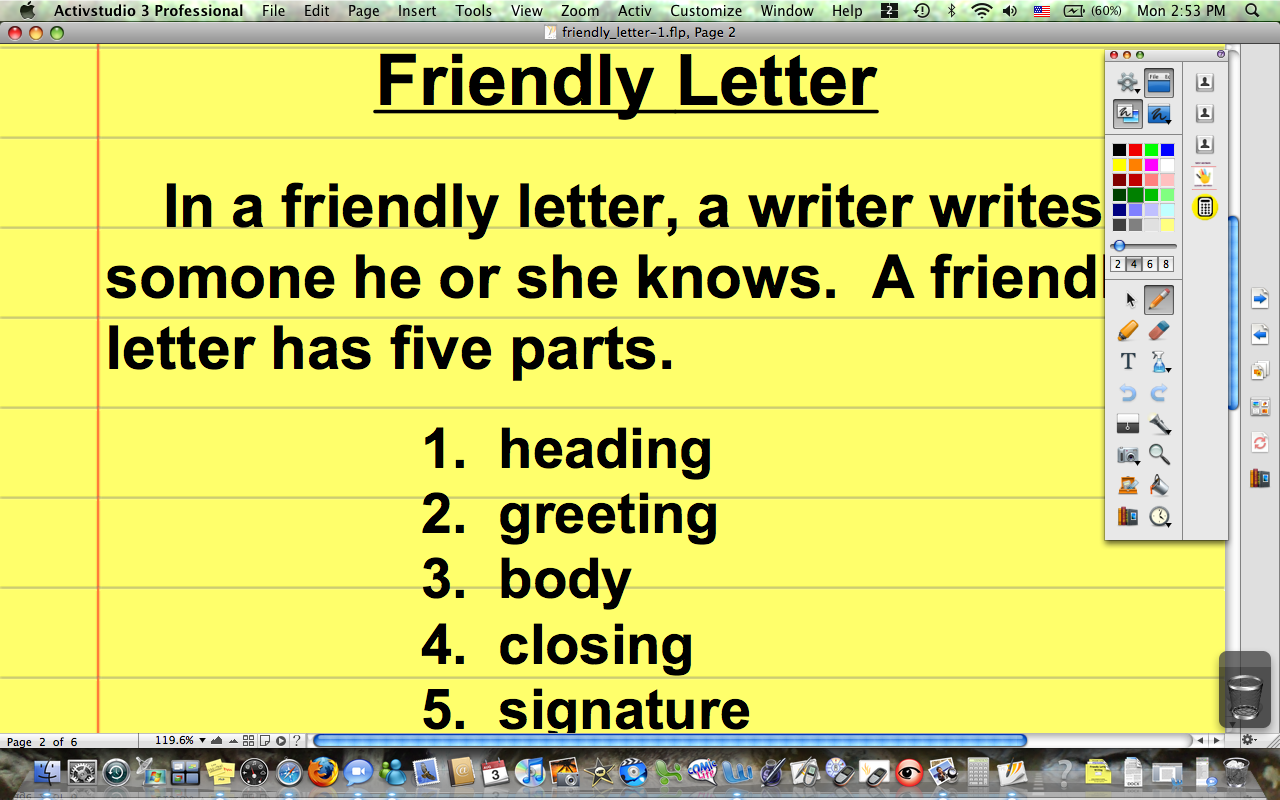
## Topic: Writing a Friendly Letter Grade: 2 Lesson Length: 60 minutes

## 

## Discipline(s): Language Arts Instructor: Angela Hollis

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|  |  |
| --- | --- |
| Content Knowledge/Standards | 4.) Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.  10.) Use concrete nouns and action verbs in written communication.  11.) Write words and sentences legibly with proper spacing in manuscript. |
| **Assessment** | * TSW write a letter using the friendly letter style, inviting a family member or friend to participate in the Flat Stanley project. * TSW address an envelope for each letter they write, to include their return address, receiving address and proper spacing and manuscript. |
| **Introduction** | * TTW read aloud and show examples of friendly letters (authentic samples) to the class. The letters will be displayed using the document camera and Promethean Board. * TTW explain that, in order to participate in the world wide Flat Stanley project, students must invite people to join in the fun by writing, addressing and mailing a friendly letter. |
| **Teaching Methods** | * Teacher directed instruction using Promethean Flipchart * Modeling reading and writing authentic friendly letters using document camera * Facilitation of Writing Center for student use in completing their letters and envelopes. |
| Learning Activities | * Promethean Planet Flipchart * Writing letters * Addressing envelopes and applying stamps * Mailing letters from school mail box |
| **Resources** | * Flipchart * Paper, pencils, envelopes, domestic and international stamps * Authentic samples of friendly letters |
| **Products** | * ActivClassroom components |
| **Grouping** | * Whole group modeling and instruction * Individual work on letters and envelopes, with support from peer or teacher if needed |
| **Extensions** | * Students may continue this project throughout the school year * As letters are returned, students will create a short presentation on the place where “Stanley” traveled. This will be a homework project that will be explained in a parent letter. TSW take home his/her returned letter, Stanley and materials, along with a gallon sized Ziploc bag. They will be instructed to bring back a presentation that fits inside the Ziploc bag and takes no longer than 10 minutes to present. This can be done using a “jump” drive, CD, small poster or scrapbook, so long as it fits in the baggie and the student can present independently to the class. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Students may continue the project and report on as many places around the world as they desire. * Students’ extension/homework activity will remain open-ended. * Friendly letters will reflect the student’s ability to communicate in writing. A frame will be offered to those students who are not as confident. Others will be encouraged to personalize the letters and offer more information. |



# Components Menu for Lesson Plans

**Lesson #: 4**

## Topic: Making Connections People of the World Grade: 2 Lesson Length: 60 minutes

## (Affective Lesson: Relationships, Tolerance)

## Discipline(s): Social Studies Instructor: Angela Hollis

|  |  |
| --- | --- |
| Content Knowledge/Standards | Alabama Social Studies Course of Study 2nd Grade:  7.) Describe ways people throughout the world are affected by their geographic environments. |
| **Assessment** | * TSW participate in a class discussion focused on the relationships of people around the world. * TSW create a “wish list” of places they would like to visit. * TSW mark a class map with places they have previously lived or visited and create a list of people in those places with whom they would like to include in our Flat Stanley project. |
| **Introduction** | * TTW show “If the world were a village of 100 people” <http://www.teachertube.com/viewVideo.php?video_id=47658&title=If_the_World_were_a_Village_of_100_People> * TTW lead a discussion of what this video means in terms of our relationship to others on the planet. |
| **Teaching Methods** | * Teacher led discussion * Multi media presentation * Read aloud |
| Learning Activities | * TSW watch video and participate in discussion. * TTW read aloud If the World Were a Village by David J. Smith * TSW create a “wish list” of places they would like to visit. * TSW mark a class map with places they have previously lived or visited and create a list of people in those places with whom they would like to include in our Flat Stanley project. |
| **Resources** | * Teacher Tube Video * If the World Were a Village by David J. Smith * Large World/US maps, pins * Pencil, paper (journals) |
| **Products** |  |
| **Grouping** | * Whole group multi media presentation * Whole group discussion * Individual map activity and reflection |
| **Extensions** | * Students should continue adding to their Flat Stanley project by making connections with more people throughout the unit. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Students will be encouraged to make the project personal and continue to hone writing and communication skills, as well as learning more about Geography. |

# Components Menu for Lesson Plans

**Lesson #: 5**

## Topic: Reading Comprehension Grade: 2 Lesson Length: 60 minutes

## (Includes Type I and II activities)

## Discipline(s): Language Arts/Reading Instructor: Angela Hollis

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| --- | --- |
| Content Knowledge/Standards | English Language Arts  Grade 2  4.) Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, identifying sequence, and retelling directions and information from informational and functional reading materials.  12.) Utilize research skills to collect and record information on a specific topic.  14.) Respond to various types of literature read aloud. |
| **Assessment** | * TSW choose three activities to complete from the “Chapter Book Bingo” activity sheet. * TSW participate in a teacher read aloud and respond appropriately during a class discussion. * TTW share directions for Chapter Book Bingo activity. |
| **Introduction** | * TTW read aloud: Where Does My Mail Go? by Melvin Berger and lead a discussion based on the book about international and domestic mail. * TSW brainstorm and record a list of famous people they may like to send a friendly letter to and add it to the list in their journal. |
| **Teaching Methods** | * Teacher led discussion * Facilitation of extension and comprehension activities * Teacher support for individual students |
| Learning Activities | * TSW participate in discussion and book analysis * Journaling * Choosing and completing 3 comprehension activities (over 3 days time) |
| **Resources** | * Where Does My Mail Go? by Melvin Berger * Chapter Book Bingo poster or sheets * Internet for extension activity |
| **Products** | * See Chapter Book Bingo sheet |
| **Grouping** | * Whole group discussions * Individual products |
| **Extensions** | Students may find out from the Internet the addresses of fan clubs of the famous people they have listed in their journal and begin to write friendly letters to be mailed from school. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Students will be free to progress at their own pace, with letter writing, mailing and researching maps, etc. * Interest center will be replenished and updated throughout the unit (by the students). |

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| Create a mini-comic book relating a chapter of the book. | Practice and the read to the class a favorite part. | Make a poster advertising your book so someone else will want to read it. |
| Make a map of where the events in the book take place. | Make a mobile about the story. | Be a TV or radio reporter, and give a report of a scene from the book as if it is happening "live". |
| Write a letter to a character in the book. | Write and perform an original song that tells the story of the book. | Construct puppets and present a show of one or more interesting parts of the book. |

**Chapter Book Bingo**

**Directions: Choose three activities to complete,**

**based on the book you have just completed.**

**Remember, this is BINGO, so you must have three in a row!**

# Components Menu for Lesson Plans

**Lesson #: 6**

## Topic: Map Skills Grade: 2 Lesson Length: 45 minutes

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## Discipline(s): Social Studies Instructor: Angela Hollis

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| Content Knowledge/Standards | Alabama Course of Study Social Studies Education  Grade 2  8.) Identify continents, oceans, and the equator using technology, maps, and globes. |
| **Assessment** | * 2nd Grade Common Assessment on Map Skills * Family/Homework Project (map of student’s home or neighborhood) |
| **Introduction** | * TTW read aloud The Whole World is in Your Hands: Looking at Maps by Melvin and Gilda Berger * TTW lead a discussion (review) of map skills using the previous Promethean Flipchart as a guide. |
| **Teaching Methods** | * Whole group discussion and read aloud * Individual support for students * Multi-media presentation of review information |
| Learning Activities | * Read aloud * Interactive quiz/review * Pencil and paper assessment (TBD by 2nd grade common assessment planning committee) * Describe homework project |
| **Resources** | * Flipchart from previous lesson * BLM of map skills assessment (TBD) * The Whole World is in Your Hands by Melvin and Gilda Berger |
| **Products** | * Completed homework project: a map of the student’s home or neighborhood |
| **Grouping** | * Whole group review * Independent assessment * Family support for homework project |
| **Extensions** | Students may use Google Earth to find their home and print out the image to share with the class and their family. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Students who wrote questions to guide their learning previously will be given the opportunity to share their acquired knowledge with the group. * Homework project will remain open ended so that students may add as much detail as they wish to their personal maps. |

# Components Menu for Lesson Plans

**Lesson #: 7**

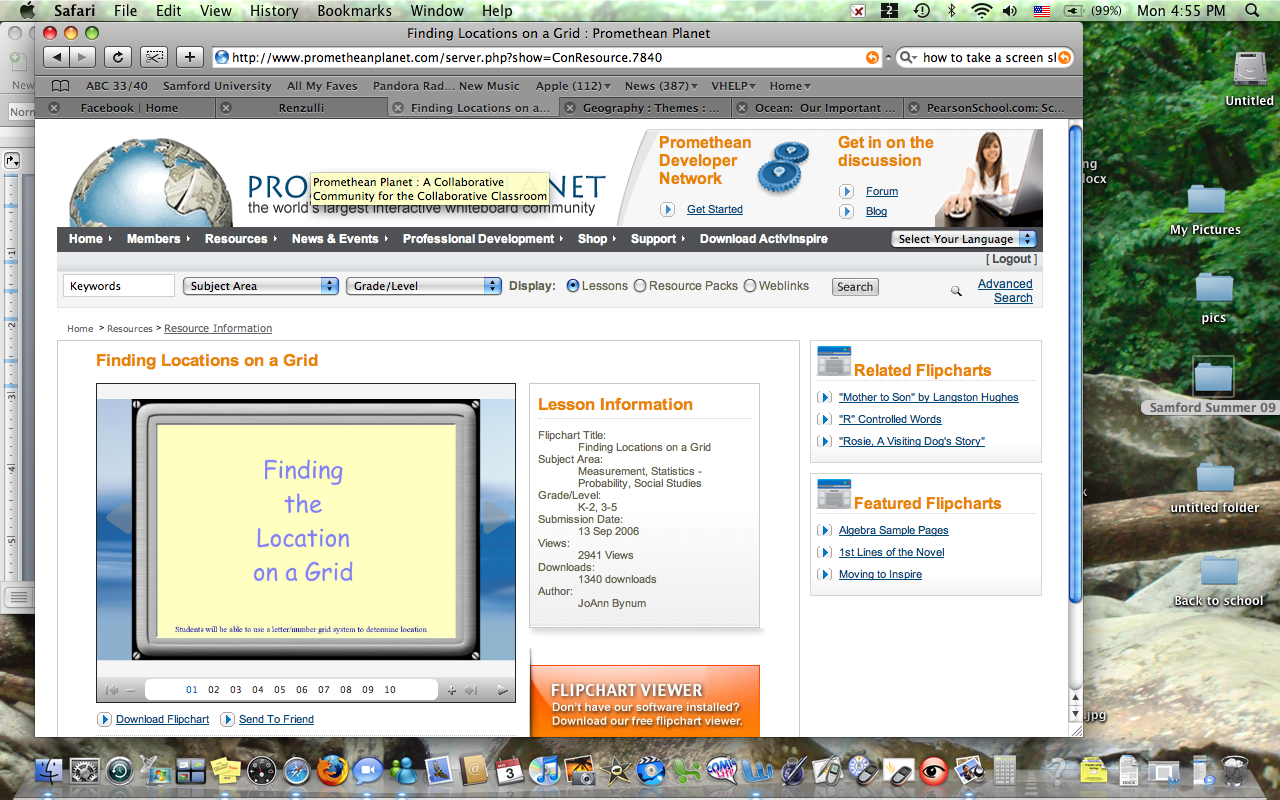
## Topic: Latitude/Longitude and Coordinate Grids Grade: 2 Lesson Length: 30 minutes

## (Includes Type I and II activities)

## Discipline(s): Math and Social Studies Instructor: Angela Hollis

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| Content Knowledge/Standards | **Mathematics Education Grade 2**  9.) Describe the route from one location to another by applying concepts of direction and distance.  **Social Studies Education Grade 2**  8.) Identify continents, oceans, and the equator using technology, maps, and globes. |
| **Assessment** | * TSW complete appropriate Math assessment page from grade level textbook. * TSW demonstrate understanding of the concept of Latitude and Longitude and how it relates to the coordinate grid concept learned in Math class. |
| **Introduction** | * TTW share an introductory interactive lesson on coordinate grids using the Promethean Board. * TSW participate in the interactive lesson and discussion and complete the grade level assessment. |
| **Teaching Methods** | * Interactive Board lesson * Grade level textbook assessment * Teacher will encourage students and families to participate in a Saturday geocaching workshop facilitated by the teacher and a community partner. |
| Learning Activities | * Interactive Board Lesson * Guest Speaker Visit (pending approval) |
| **Resources** | * Scott Foresman-Addison Wesley Mathematics (Diamond Edition) (©2008) components for Grade 2. * Promethean Planet activities and ActivClassroom components * Math text books |
| **Products** |  |
| **Grouping** | * Whole group interactive lesson * Individual assessment |
| **Extensions** | A Saturday Geocaching workshop will be organized by the teacher and a community partner. Parents and students will be invited to participate in a real life geocache activity using borrowed GPS devices. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | Students will be invited to share Geocaching experiences they may have had with their families and act as advisors to those who are new to Geocaching. |



# Components Menu for Lesson Plans

**Lesson #: 8**

## Topic: Children Just Like Me! Grade: 2 Lesson Length: 30

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## Discipline(s): Social Studies, Language Arts Instructor: Angela Hollis

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| Content Knowledge/Standards | **Social Studies Education Grade 2**  7.) Describe ways people throughout the world are affected by their geographic environments.  **Language Arts Education Grade 2**  15.) Select appropriate voice tone, gestures, and facial expression to enhance meaning. |
| **Assessment** | * TSW demonstrate speaking in an appropriate volume and tone in order to be heard by the class. * TSW participate in a class discussion of the read aloud book. |
| **Introduction** | * TTW read aloud: Children Just Like Me (DK Books) * TTW lead a discussion of similarities and differences of the children described in the book and help the students make inferences about why the children’s lives, clothes, habits, etc. are different from their own, due to where they live. |
| **Teaching Methods** | * Class discussion * Mini-lesson on public speaking (tone, gestures, volume, pacing): TTW model and allow students to practice. |
| Learning Activities | * Class discussion of read aloud book. TTW employ questions based on Bloom’s Taxonomy stems. * Practice public speaking. * Discuss Flat Stanley follow-ups. |
| **Resources** | * Children Just Like Me (DK Books) * Parent letter and directions regarding Flat Stanley follow up project |
| **Products** | Flat Stanley Homework Follow Up Project (See parent letter and description on following page.) |
| **Grouping** | * Whole group discussions and modeling |
| **Extensions** | Flat Stanley’s should be returning at this point in the unit. Each student will be responsible for reading the letters aloud to the class (with teacher support) and preparing a 5-minute presentation on the place Stanley has “visited”. This time will be carved from the Social Studies period each day. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | Extension activity is open ended and student driven. |

**Flat Stanley Follow Up Homework Project**

Dear Families,

Enclosed you will find the return mail that was received by your child at school as part of The Flat Stanley Project. Please go over the following directions and complete the follow up project within the upcoming WEEK. When the project is complete, students may bring their products to school, along with the original mail (also in this bag).

Thanks and have fun learning!

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**Directions**

1. Read your return mail with your family. Practice reading the friendly letter you received until it is fluent.
2. Gather the information you received and decide how you would like to share it with the class. Create a project that will interest your friends at school. Some ideas may include: a slideshow of scanned items on a CD or jump drive, a scrapbook, a mini-poster, etc.
3. EVERYTHING must fit in this gallon-sized baggie and be in ONE piece so that it can be easily shared and handled in the classroom.
4. Be CREATIVE and try to teach us as much as you can.
5. You will be asked to find the location where your FLAT STANLEY traveled on the classroom map and mark it when you share your project.

# Components Menu for Lesson Plans

**Lesson #: 9**

## Topic: Physical Features of the Earth Grade: 2 Lesson Length: 60 minutes

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## Discipline(s): Science Instructor: Angela Hollis

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| Content Knowledge/Standards | **Science Education Grade 2**  7.) Identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans. |
| **Assessment** | TSW complete a flip booklet with descriptions of each of the prominent physical features of the Earth. They will share with a partner when complete. |
| **Introduction** | * TTW show a video lesson on physical features of the Earth   <http://teachertube.com/viewVideo.php?video_id=94863&title=Physical_Features_of_the_Earth>   * TTW give directions on how to use classroom resources to complete the Landforms Booklet |
| **Teaching Methods** | * Facilitate video lesson * Facilitate Landforms Flip book project (2nd grade common classroom activity for this unit of study) |
| Learning Activities | * TSW watch video lesson and record thoughts/notes in their journals * TSW work independently, or with a partner (choice) to complete a personal Landforms Flip Book. * TSW print out his/her own picture from the computer to paste in the flipbook. |
| **Resources** | * Internet * BLM for Flip books * Construction paper in appropriate colors, pens, markers, pencils, glue sticks, scissors |
| **Products** | **Flipbook** |
| **Grouping** | * Whole group for video lesson and directions * Individual or partner pairs for completion of activity |
| **Extensions** | Students may create a Power Point presentation on Landforms using the classroom tech center. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | Use of technology to enhance Flipbooks or create Power Point Presentations on Landforms. |

# Components Menu for Lesson Plans

**Lesson #: 10**

## Topic: The Oceans of the Earth Grade: 2 Lesson Length: 30 minutes

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## Discipline(s): Science/Social Studies Instructor: Angela Hollis

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| Content Knowledge/Standards | **Social Studies Grade 2**  8.) Identify continents, oceans, and the equator using technology, maps, and globes.  **Science Grade 2**  7.) Identify geological features as mountains, valleys, plains, deserts, lakes, rivers, and oceans. |
| **Assessment** | TSW participate in Jeopardy style game using ActivExpression and Promethean Board. |
| **Introduction** | TTW guide students in playing “Ocean Jeopardy” using ActivClassroom components. |
| **Teaching Methods** | Multi-media, interactive lesson. |
| Learning Activities | Play “Ocean Jeopardy”. |
| **Resources** | “Jeopardy” Flipchart template, using Ocean concepts as content for lesson. |
| **Grouping** | Whole group game |
| **Extensions** | Students write questions and answers to add to the game. |

# Components Menu for Lesson Plans

**Lesson #: 11**

## Topic: The Nifty Fifty Grade: 2 Lesson Length: 60 minutes

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## Discipline(s): Social Studies Instructor: Angela Hollis

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| Content Knowledge/Standards | **Social Studies Grade 2**  8.) Identify continents, oceans, and the equator using technology, maps, and globes. |
| **Assessment** | TSW work with a small group to complete labels for a large playground map. |
| **Introduction** | TTW model labeling a map of the US, using common map symbols and an Atlas as a guide. |
| **Teaching Methods** | Facilitate students self-guided learning, planning and labeling the playground map. |
| Learning Activities | TSW participate in a discussion on how to go about labeling the large map and plan with a small group (on paper) what the final product will look like. |
| **Resources** | * Atlases * Sidewalk chalk * Blank US maps for planning, pencils * Flip cams, Apple computer with iMovie/iDVD |
| **Products** | * Digital photos of completed playground map with labels. * Student created commentaries (using Flip cams). * Class iMovie showcasing the project. |
| **Grouping** | * Whole group for discussion and directions. * Small groups for planning and implementing labeling project. * Small groups for Flip cam recording, editing and creation of movies |

# Components Menu for Lesson Plans

**Lesson #: 12**

**Final Reflection of Unit**

## Topic: Reflection on Essential Question (No matter where we live, how are we all connected?) Grade: 2 Lesson Length: 60 minutes

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## Discipline(s): Language Arts, Social Studies Instructor: Angela L. Hollis

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| Content Knowledge/Standards | **Social Studies Education**  **Grade 2**  7.) Describe ways people throughout the world are affected by their geographic environments.  **English Language Arts**  **Grade 2**  10.) Use concrete nouns and action verbs in written communication.  11.) Write words and sentences legibly with proper spacing in manuscript.  15.) Select appropriate voice tone, gestures, and facial expression to enhance meaning. |
| **Assessment** | TSW Use three distinct strategies for critical thinking to create a reflection on the assigned question. The reflection will consist of three parts: a verbal interaction with a peer, a written commentary and a visual representation of the student’s understanding of the topic. |
| **Introduction** | TTW pose the statement/question: No matter where we live, we are all connected. How are you connected to children in other parts of the world?  *“Today, you will work with a partner and on your own, using three different thinking skills, to describe how you are like a child in some other part of the world. You must choose a specific place from which the child you are comparing yourself to may live. You will interview a partner, using Bloom’s questions, to help each other reflect. Then, you will create a piece of writing and a visual (art) piece that shows what you know and feel about how you are alike and different, compared with the child in the other part of the world. Here is what you need to do:*   1. *Use BLOOM’S TAXONOMY to interview a friend and help them reflect and plan.* 2. *Use your COMMUNICATION TALENT to make a network of ideas using many, varied complete thoughts in written language.* 3. *Put on your GREEN HAT. Create a visual art piece that describes your thoughts and shows your understanding of life as this other child knows it.”*   (TTW display these directions in writing on the board) |
| **Teaching Methods** | * Whole group discussion * Direct instruction using modeling * Use of visual cues (posters, flipcharts) * Facilitation * Debriefing/reflection through class discussion |
| Learning Activities | * Teacher will model (with a student partner) the process of conducting a Bloom’s Question Interview with a partner. Sample questions will be written on note cards as a guide for each student to help guide a discussion on the topic. An example of a note card (prepared by the interviewer) will be shared with the class. Emphasis will be placed on thinking and reflecting during the questioning process and taking quick notes to remember what was said. * Students will use materials available in the art, writing and technology centers to complete the visual piece of the assignment. * All directions and reminders will be displayed in the classroom and the teacher will circulate to help facilitate learning and assessment. |
| **Resources** | * Blooms’ Taxonomy poster (provided by district on classroom wall) * Note cards with Bloom’s style questions for each pair of students. * Art/writing materials * Editing tools (dictionaries, atlases, thesaurus, etc.) * DeBono’s Six Thinking Hats Classroom display |
| **Products** | * Interview notes written on note cards by partners. * A written piece (paragraph or more), reflecting the student’s understanding of how he/she differs or compares to a child in another part of the world. * A visual piece (without words) that shows the student’s understanding and feelings. |
| **Grouping** | * Whole group discussion/introduction * Partner interviews/note taking * Individual writing and reflecting time * Whole group debriefing/support |
| **Extensions** | * Students may keep the reflections in their personal writing binder, in order to add thoughts or reflect later. * Students may choose to share their pieces with the class and/or family. * Students may choose to write from the perspective of the other child and compare themselves to *themselves*. |
| **Differentiation/Ascending Levels of**  **Intellectual Demand** | * Bloom’s style questions will be provided for partner work. * Writing “frame” will be provided for students who wish to write within a specific parameter. Others may create their own piece of writing from individual thoughts/reflections. * Open-ended visual piece can be self directed and completed to the student’s level of reflection/expertise. |

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| Knowledge  Tell what country your pretend friend from another part of the world is from. | Comprehension  Give three examples of how your life is the same as your friend.  Give three examples of how your life is different from your friend. | Application  *Your application will be the art piece you will create later. Think of how you will show what you know, without using words.* |
| Evaluation  How would you feel if you had to trade places with this friend? | Analysis  What would be hard about living where your friend lives?  What would be fun about living where your friend lives? | Synthesis  What is one problem in your friend’s country? How might it be solved? |